

WORLD HISTORY IN THE CURRICULUM

Volume 57

ANNUAL PROCEEDINGS Of The Middle States Council For The Social Studies

MILDRED C. STOLER, Editor

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ANNUAL PROCEEDINGS OF THE MIDDLE STATES
COUNCIL FOR THE SOCIAL STUDIES

1960

Mildred C. Stoler, Editor

Paul O. Carr, Editorial Consultant

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FOREWORD

The papers published in this Proceedings represent only a part of the excellent program of the Middle States Council for the Social Studies for the year 1959-1960 when the Council was privileged to have the able leadership of President Edna R. Carter.

At the fall meeting, members not only enjoyed the addresses but also were afforded by the local arrangements committee the opportunity to explore some of the many interesting and historical treasures of Philadelphia. Those who had often visited the city found the building program both in the colonial restoration area and in other parts of the city a revelation of the constantly changing face of the city. Many remember with pleasure the tour of the Franklin Institute and the Museum of Art.

In April, the MSCSS was joint sponsor of the Seventh Annual Conference on International Education held annually in New York City by the Metropolitan Committee on International Education. The theme of the conference was "Inside the U. N." Meetings were held at the Carnegie Endowment International Center and at the U. N. Headquarters. Many of the speakers were United Nations officials who discussed various phases of the work of the specialized agencies.

The local arrangements committee secured tickets for The Music Man, a gay and lilting musical with a setting in a small midwestern town of the late nineteenth century. Who can ever forget the opening scene -- the ride in the trolley car with its clanging bell and its load of talkative business men?

MILDRED C. STOLER
Editor

HOW SHALL WE PREPARE TEACHERS OF WORLD HISTORY

By Dr. Harry Bard

Director of Instructional Services in General
Secondary Education, Baltimore Public Schools
Baltimore, Maryland

The decision to look at world history in the curriculum during the fall conference is a clear-cut recognition of the responsibilities of the social studies teacher in a decade when science, mathematics, and foreign languages are looked upon as the keys to American security. In the past year I have spent a good deal of time working with Title III of the National Defense Education Act and expenditures that will bring enriched materials and facilities to the foreign languages, science, and mathematics classroom. So much money is available from NDEA funds that the big problem is to have enough in local budgets to match federal appropriations. Yet not a cent can be used for social studies, English, the humanities, or the aesthetics.

The purpose of the NDEA is to have the United States outdistance and outsmart the enemy if war ever comes; not to understand him and others better, or to make our own American culture more meaningful to millions, or to enrich our lives. Even in terms of our narrow aim - to outdistance the enemy - it seems to me that we ought to know him -- his history, his politics, his philosophy. If the National Defense Education Act really seeks to put us ahead in the cold war, it ought to allocate funds for history books, maps, charts, globes, films, and other audio-visuals. Moreover NDEA should help world history teachers to travel all over the globe so that ancient Egypt, medieval England, and modern Russia can be seen by those who are to make the world intelligible for young people.

It is interesting that this meeting on world history should take place exactly fifteen years after

its epochal conference on "History in the High School" and "Social Studies in the Elementary School" right here in Philadelphia under the leadership of three distinguished historians -- Jeannette Nichols, Morris Wolf, and the late Arthur C. Bining.

The session in 1944 was to my mind the most ambitious and comprehensive meeting ever held by MSCSS. Dr. Jeannette Nichols traveled intensively through the region and organized local workshops at different places -- New York, Philadelphia, Wilmington, Baltimore, and Washington, D. C. These workshops were to carry on their own studies and then report first in the fall of 1943 at the New York meeting and finally in the spring of 1944 at the University of Pennsylvania meeting held in conjunction with Schoolmen's Week. The meeting here fifteen years ago brought out some exciting recommendations in world and American history and I treasure the 1944 publication as my most precious MSCSS proceedings.

But 1944 was a time when the social studies were at the top of the curriculum pile. The war was drawing to a close and world understanding was to assure us the long-time peace we sought. The world, including the United States Congress, was eager to listen to Jeannette Nichols.

Today, 1959, the social studies are needed more than ever. The messages of world history cry out for attention and the decision of the MSCSS to bring them to the forefront is wise and courageous. But if the truth be told we teachers of history are not concerned with outdistancing the enemy. We are concerned now, as in 1944 and before, with understanding the past and not with destroying the future.

This leads to my first main point in the matter of preparing teachers of world history. It deals with helping teachers to analyze how they look upon the world and upon their teaching relationships.

Do they see the world for what it is, as economically and culturally interdependent, though it is

presently politically and ideologically divided? Ours is such an interdependent world that no part of it can any longer be disjointed from the life of other nations without ultimately affecting its own existence. During World War II the United States experienced what it meant to be cut off from the rubber and tin of Malaya and the Dutch East Indies. Although foreign trade often represents but ten per cent of our total business, the products concerned are essential materials for our most important industries. It is said that recently U. S. Steel had fourteen pages of typed items representing different imported materials. Because of the unequal distribution of raw materials throughout the world the welfare of all peoples is bound up with the uninterrupted flow of goods. In no other way can world welfare be achieved.

We can help teachers of history to recognize that culture is international. America has no monopoly on democratic ideals, invention comes from many parts of the world, and no single religion has a monopoly on the belief in the brotherhood of man. We should not think of culture in terms of one dominating or coercing the others, but of orchestrating cultural diversities in achieving value and order in human living. The development of the sulpha drugs, resulting from first steps in Germany and later steps at the Pasteur Institute in Paris and Queen Charlotte's Hospital in London, followed by final steps at the Johns Hopkins School of Medicine, indicate what orchestration can accomplish.

It is important to recognize that there are significant cultural differences among nations. We need not accept a sentimental approach to these differences and believe them all good. The important thing is that there be a recognition of the world's dependence on differences in culture.

Finally, on this subject of how he views the globe, the teacher of world history should have firm faith in international cooperation. He needs to see the United Nations in perspective, growing out of early attempts in international collaboration. He needs to recognize the accomplishments of the UN in

combating disease, improving the lot of the undernourished and the illiterate, and even staving off conflicts or avoiding conflagrations. This doesn't mean that the teacher of world history disregards the importance of American military defense programs or bilateral and regional plans. His faith in collective security is but another way in which he looks at an interdependent world.

The teacher who views the world in this respect needs to have faith in the educability of people. He needs to believe that his teaching will make a difference in the way students will look at the world and the responsibilities they will assume.

If we look upon the world as an interdependent sphere then our tasks as teachers of world history require that our objectives be related to this outlook. One of our chief objectives would be to create greater political maturity and literacy which will bring intelligent choices and decisions on public policies that affect the achievement or the maintenance of peace.

A second objective is concerned with the unloading of facts and the substitution of emphasis on deriving and applying generalizations. Some illustrations of generalizations which might be gained from a study of ancient and modern history are these: oppression breeds revolution, urban living brings more stringent government control, war periods bring restrictions in civil liberties. The student has the right to expect to understand and to have experiences in reaching judgments.

A third objective is to help pupils sense what we as teachers feel concerning the economic and cultural interdependence of the world and the hope that lies in international cooperation.

A fourth objective is to help pupils to have insights concerning the future. We shall need men and women who have the vision to dream of a better world and the courage to create it.

familiarity with objectives is not enough. We need to help teachers to secure enough subject matter background to put real meaning behind their generalizations. If the teacher knows how the Nile determined ancient Egypt's history, how Switzerland's neutrality was aided by her geography, and how the low level plantations of the United States helped fix the slavery system on the South, then he understands the generalization that the geography of today is the history of tomorrow.

A strong subject matter background is best built on broad college courses in American, ancient, medieval and modern history. But these basic courses are not enough. The prospective teacher of world history should be encouraged to take some specialized courses which give him an intense feeling for a period of time such as 18th century liberalism or for a people such as the Soviets or the contemporary Chinese. Such specialized courses should help the prospective teacher to get deep insights into a group far removed from his land or his times. Such studies will do much to help one develop a cosmopolitan view of the world and its history.

We should encourage world history teachers to become specialists in some areas as well as generalists in the field much as foreign language teachers often specialize in one tongue though they may know many. We should not be disappointed if such teachers spend more time on their area of specialization when teaching world history, even at the expense of leaving out other area studies. This is a small price to pay for enriched competencies.

Courses are not enough to strengthen one's content background. Continued reading is at the heart of in-service training for the busy world history teacher. Fortunately there are good guides for the teacher in his reading program. He might want to start with the 20th (1949) Yearbook of the National Council for the Social Studies, Improving the Teaching of World History. Here he will find good bibliographies for teachers and students. There are other NCSS Yearbooks such as the ones on current affairs and international understanding

which are worthy of special attention. Many of the Middle States Proceedings, especially the 1944 one, will be helpful.

A difficult problem for the world history teacher is the one concerned with new interpretations. In this respect, we are fortunate in having available the recently published pamphlet series of the Service Centers (for Teachers of History) of the American Historical Association. The Center has published a number of booklets giving new and authoritative interpretations on various topics including Greek and Roman history, the Renaissance, the histories of China and India and the Middle Ages. These comparatively small pamphlets can help to bring the busy teacher up to date in his content background. The 1958 Yearbook of the NCSS on New Viewpoints in the Social Sciences can be especially helpful in bringing the world history teacher's information up to date in such allied areas as geography, anthropology, sociology, economics, and social psychology.

The Foreign Policy Association pamphlets, the United Nations bulletins, and the U. S. Department of State reports are but a few sources which are helpful in terms of the contemporary scene. Leonard Kenworthy's World Horizons for Teachers, Twelve Citizens of the World and his other materials will help build an intimacy with today's great figures and problems.

It is difficult for the teacher of world history to feel an intimacy with Laos, Viet Nam, Korea, and other faraway places which are critical areas in contemporary history. For that matter, it is not too easy to feel close to modern Greece, Israel, and the United Arab Republic. Whenever travel is possible or an exchange teaching year can be arranged, this is ideal. Teachers who have seen the ancient ruins or have observed the modern problems in their setting have a better empathy for the issues we face in securing world peace. There is no doubt that we need to make it easy for world history teachers to have a sabbatical year abroad or to have a year as exchange instructors.

Recognizing the prime importance of travel, it is significant to note that the world is often at our doorsteps. In many communities there are world affairs councils and United Nations organizations which can bring outstanding authorities and foreign visitors to our classrooms. We in Baltimore have just completed arrangements for United Nations Week at which time our students and teachers will have opportunities to discuss issues related to American foreign policies.

The important thing about these organizations is that they give teachers and other participants a sense of accomplishment. So often we say, "What's the use? What can I do about foreign relations anyway?" For the past three years the UN Association of Maryland has conducted a Great Decisions program which gives participants opportunities to voice their feelings concerning specific issues in American foreign affairs, e.g., How do we feel about admission of Communist China to the UN? The results of these feelings, based on cooperative group studies, are sent to the United States Department of State which has indicated that all these expressions of public opinion are considered in formulating American policies. Well, it does make one feel good to know that his voice is being heard in high circles and that what he thinks matters.

Strong subject matter background is powerless unless accompanied by effective teaching plans and procedures. The very nature of world history makes it more difficult to plan one's teaching in this field than in most social studies areas. To begin with, the expansiveness of time and space (both moving into infinity), that needs to be considered, requires the most judicious planning. Teachers need to be prepared to make selections from among the minutiae of history. We can help teachers to use locally produced courses of study as well as national and regional curriculum reports in guiding them toward selection of pertinent and interesting material on the basis of pupil abilities and available reading materials.

Those of us in leadership roles can help teachers organize carefully planned teaching units and semester programs. One thing we can do for them is to unload much of the catalogic recordings of man's political and military activities which have worked their way into world history courses. I'm sure that you'll get much help on this problem during tomorrow's session of the conference which deals with, "What Shall We Teach in World History Courses?"

In dealing with the curriculum for world history we need to give a good deal of attention to the unique characteristics of the slow and gifted learners. World history courses traditionally appear at the upper senior high level and at this stage gifted students have the maturity and reading abilities to use materials ordinarily classified for collegiate grades. Moreover, the approach can be quite sophisticated and the content and methodology can make use of enrichment procedures which probe deeply and encourage independent and creative activities.

Teachers of world history need to give special attention to the slow learners. I'm not speaking here of the mentally retarded adolescents with an I.Q. of 70 or below and achievement and reading levels in the primary grades. The concern here is for the eighteen per cent of all learners who fall in the I.Q. range from 80 to 95 and who are usually but a few grades below normal grade level. Too often teachers and curriculum makers abdicate their responsibilities for this group with the advice that world history is inherently too difficult for slow learners. Actually this is not true and the increasing number of world history books for the slow learner attests to this fact.

It is true, however, that the teacher of world history needs to give special attention to his slow learners. It isn't just a matter of including fewer topics for this group. Differentiation in methodology is also an important factor. The fact that slow pupils are less capable of dealing with abstract ideas and of carrying out independent studies needs to be considered in planning their programs. The

recognized value of concrete, visual material requires attention. It is important for the teacher to read some of the many publications on the slow learner in order that he reevaluate his own basic thoughts in this field and change them where research points in other directions.

The teacher of world history needs to look also at his teaching procedures with average students. For example, in recent years a good deal of investigation has pointed to the great values that lie in the use of museum material when teaching the ancient and medieval periods. Such studies point to the fact that realia help the student to reconstruct the past and to sense the contributions of early peoples.

The use of audio-visuals in world history has given the subject a greater sense of significance, and, as most studies have indicated, has aided retention. The use of exchange students and foreign visitors to bring far away places to the classroom has more than proved its worth. Visits to foreign embassies and the UN headquarters are particularly useful in the Middle States region.

Tying in world history with significant current events helps to give added meaning to both subjects. For example, a study of the problems of East and West Germany today helps to make more understandable the study of the unification of Germany in 1870.

But all these procedures require study and observation. Museum visits and other field trips not properly prepared for can be a waste of time. Audio-visuals if not properly used can be entertaining rather than instructive. Current affairs can confuse rather than help understanding of the past. In other words a mere use of these procedures does not assure effective teaching. There is a significant "know-how" in all these areas and teachers need to acquire the necessary skill and understandings.

Apart from the more dramatic procedures in teaching world history, it is important that the everyday, bread and butter lesson be interesting and effective. In other words, teachers need to be helped to acquire effective use of introductory, drill, review, and developmental procedures. No matter how exciting the content may be, if it is presented in a dull, uninteresting fashion, the lesson will be ineffective.

In summary, then, we should prepare teachers who are sensitive to the need for world cooperation, understand the objectives of world history, have a good content background, and continue to read and bring themselves up to date. Teachers need to believe that good teaching will make a difference in the way pupils look at the world. They must teach in such a way that their pupils will acquire a deep appreciation for the growth and development of ideas, institutions, and civilizations as well as for the problems that we face today, and will be prepared to play an important role in making this a better world.

WHAT SHALL WE TEACH IN WORLD HISTORY COURSES

By Nelda Davis

Supervisor of Secondary Schools for Social Studies
Prince Georges County, Maryland

It seems that all speakers have one thing in common. In no way are they deterred by the topic assigned from saying what they had planned to say in the first place. I am no exception. For the sake of accuracy we should add the words "How, Why, and Who" to the announced subject: What Shall We Teach in World History Courses.

To paraphrase Mark Twain a bit, "Everyone complains about world history but few do anything about it." Every social studies meeting in some measure considers this problem. I doubt seriously that I shall be able to solve any of these problems, but I would like to expose some of my firm convictions in regard to the teaching of this subject. It is possible that when I finish you may want to rename my convictions, prejudices. You decide. Here are six of my beliefs.

1. Making the decision as to the purpose for world history in our curriculum is of paramount importance.

I feel that this is the corner stone for a good course in world history. I believe that each teacher has to make this decision and has to decide for himself why world history should be included in the offerings of the social studies. Then he will be able to plan his approach, methods, and techniques. The teacher who is bogged down in details of names, dates, and events, too often has not come to this important decision. He is hopefully on the way but the destination is not clear.

His purposes may not be as well expressed as those of Wesley in Improving the Teaching of World History when he said, "In brief, it may be said that world history is designed to expand our

national horizon to the periphery of the world; to provide an intelligible explanation of world events and trends; to sense the error and inadequacy of many popular theories and beliefs; to acquire an understanding of world problems; to cultivate an appreciation of diverse cultures and to welcome contributions from all groups; to derive and apply generalizations which explain what would otherwise be merely fortuitous; and lastly, to gain some glimpses into the future."¹ While it is hoped that he would read this and other authorities on the subject, the important thing is that after serious thought he makes up his own mind as to the purposes for the study of world history.

For example, if he decides that one reason for the study of world history is to understand some of the problems that face us today, his use of current materials - newspapers, magazines, television, and radio news coverage, etc. - will become an extension of the course and not an unrelated appendage.

Last week a teacher of world history commented that she favored giving emphasis to European civilization and within that to the development of England. Either consciously or otherwise, she had decided, it seems to me, that one of her purposes for world history is to give a foundation for the study of American history. Knowing her, I am sure that she had other purposes as well. But my point is that this purpose, expressed or not, influenced her choice of subject matter and techniques. While it is important in all of the social studies to determine the purposes of the study, the very weight of world history increases the necessity for this soul-searching.

2. World history ranks with and is equal to American history in importance.

The importance of world history in the education of our young people is difficult to overemphasize.

¹Edith West, ed., Improving the Teaching of World History (Twentieth Yearbook of the National Council for the Social Studies, Washington, 1949), p. 5.

We say glibly that the world is our neighbor. Do we teach world history so that our students are trained to understand these neighbors? Later I would like to tell you about a world culture project that a teacher carries on in his classes. This is his way of doing something about the problem of world understanding.

If the student in American history has had a course in world history, his understanding and appreciation of our heritage has a basis that is necessarily deeper than that of one who has not had such a course. May I add that the job of the teacher is lightened if the American history student has this background.

During his school career, the student usually has American history in the fifth, eighth, and eleventh grades. It should not seem out of proportion to have world history at least one year. World history and American history are partners in the exciting project of enlightening students about this world of ours, past, present, and future.

World history can open wide vistas for the students. It can appeal to their imagination. It can arouse their intellectual curiosity. Literature takes on a new meaning by understanding such allusions as "Elizabethan England," "feudal mind," "Greek ideals," "machiavellian," "peace in our time," and "our finest hour." As one writer expressed it, world history helps "students to identify themselves in their thinking with the great stream of history and perceive that their lives are a part of a great, I may say Divine, plan."

3. In such a field as world history, a careful selection of subject matter is essential.

One of the stumbling blocks to the teaching of world history is the fear that the material can not be "covered" in the time allotted. This is the reason often given for not using such available resources as films, outside speakers, and museum trips.

This frantic race between the school calendar and the history of man leaves both the student and the teacher breathless and frustrated. Too often depth of understanding is sacrificed for a wide coverage.

But those of us who have run that race know that the problem is a real one. What is an answer? Please note that I did not say the answer?

During the summer I returned to Houston to pack our belongings to move to Maryland. We had lived in that city many years. Many things had been accumulated; some had value either materially or personally, but others had been retained since it was the easier thing to do. After ascertaining the cost per hundred pounds to move, we had to set up this standard: Is the article worth to us what it will cost to move it? As a result many things were eliminated. We hope that what remains will prove that our choices were wise.

May I suggest that the choice of subject areas to study in world history might be compared to this move? Many things have accumulated during the years that the subject has been taught. Each year we add more. Seldom is anything eliminated. Perhaps the time has come to ask ourselves if the area to be covered is worth the cost of time and effort.

Every good teacher has worked out certain solutions for this problem. In one class, the confusion of peoples studied in the Fertile Crescent was simplified by an over-all study of the geography of this area and of the contributions of the peoples as a group. Then the Assyrians, Chaldeans, and Sumerians became the individual projects of students who became "experts" on these peoples.

The decision as to what to emphasize can not be made once for all time and classes. It is necessary to take into consideration each time the background and maturity of the students and what is happening in other parts of the world at that time. In addition, one must make a re-appraisal as to the relative importance of the areas that were emphasized last year.

4. Care should be taken that the world history course does not become a track for the teacher's hobby horse.

We face the danger of inflicting on our students the periods of history that are our "pets." From your own personal point of view do you like Greek history the better? Is it possible that you spend more time on the one that appeals to you more? While it is good that teachers have preferences, is it our right to highlight them to such an extent that too much influence is exerted on our students?

In this same connection, I believe that much that we insist is essential for the student to learn in world history is information that we learned after we left high school. Sometime test yourself on this score. May I use a personal example to illustrate my point? During the years that I taught world history my students became acquainted, and more than casually, with Pheidippides, the famous runner of the first Marathon race. I am sure that I did not learn about him in my high school days. Of course, I do not mean to imply that the knowledge gained during the days since we left high school is not to be shared with our students. I do feel, however, that we should be more realistic as to the essential things that our students must know. I fear that some of mine remembered Pheidippides better than Praxiteles or Pindar.

5. As with all the social studies, in world history the use of a variety of methods will add interest and enjoyment to the subject.

Too many of us in the teaching of the social studies have our own three r's: reading, 'riting, and reciting. In order to make world history the exciting subject that it inherently is, many ways to learn must be used. You know them as well as I do: co-operative planning, group work in all its phases, stimulating panels and reports, dramatizations, creative work in all forms, varied reading, and research techniques.

The world culture project mentioned earlier is an example of another way to interest students in

learning world history. In this particular school, during the spring a week is set aside as World Culture Week. The students in the world history classes are responsible throughout the year for its planning and execution. Each day during this week there is an auditorium program highlighting a certain culture group found in that area. Sometimes it is a speaker or a forum; at other times, a national dance group or a musical program. The sources for these programs are drawn from the embassies, church groups, student activities, or interested individuals. In the five years that this program has been in existence, the interest of the lay people has greatly increased.

Every bulletin board and case in the halls carries out the theme. The high point this past spring was a dinner served one evening to four hundred students and patrons. Foreign foods, prepared by parents, embassies, merchants, and the school cafeteria, were served. A cabaret atmosphere was created by a program given during the dinner hour.

But you may rightly ask just what has all this to do with the teaching of world history. The evaluation given by the teacher in charge is a valid answer, it seems to me. In his words, the program has aroused interest in other cultures through personal contacts. For example, after students have had personal contacts with the Japanese Embassy or an exchange student from Greece, it is much easier to interest them in the past history of these countries. All communication with the groups or individuals is made by the students. For the first time some students became conscious of the culture groups in their immediate area, and some gained a new appreciation of the national group from which their own people came. A valuable by-product was the development of a community resource file for future reference.

While it is true that this particular school is in the Washington metropolitan area with its unusual resources in the embassies and governmental agencies, it does not follow that other areas are devoid of such possibilities. The important thing is to use

every available community resource to make world history a living subject.

6. The key to a satisfactory course in world history is the teacher.

In an article on the gifted, I paraphrased the 13th chapter of 1st Corinthians to express my thought on the importance of the teacher in such a program. Since it applies also to the importance of the teacher in the world history class, I would like to repeat it.

Though we arrange a perfect schedule and have not a teacher with understanding both of the student and the subject, the program becomes as sounding brass or a clanging cymbal. And though we study all the books written on this subject and understand all the pedagogy that they contain; and though we have all faith in the worth of our program, and have not a teacher with enthusiasm, the program is nothing. And though we spend our budget in supplying materials and books until the room overfloweth, and have not a teacher of vision, the program profits no one.

WHAT SHALL WE TEACH IN WORLD HISTORY COURSES

By Dr. John C. Appel

Stroudsburg State Teachers College
Stroudsburg, Pennsylvania

There are many answers to the question before us. My assignment is to speak as a textbook writer. Time will not permit me to do more than refer briefly to some of the alternative answers. There is some validity in the assumption that an author should have a distinctive point of view. In his own classroom the teacher employs the content and the techniques that seem to work best for him from class to class. He cannot be so sure of what is workable for the many teachers in varying environments across the nation. In attempting to write for others, an author must pay attention to their judgments of what is desirable and effective. My teachers college work keeps me in touch with history teaching in our cooperating schools. Through the professional literature I keep abreast of the ideas and programs of other schools. The nationwide contacts of the publisher are channels through which I learn the preferences of teachers in diverse situations.

For obvious reasons, the publisher wants the author to accept the apparent trends of teacher speculation about what should be taught in world history. To the extent that an author writes or revises to conform to those trends, he may actually depart from certain convictions as a classroom teacher. On the other hand, some of the author's classroom experiences may seem to the publisher to be so logical and pedagogically sound that the publisher will undertake to sell them to others. In view of the fact that all teaching should be experimental, my answer to the question of world history content is necessarily tentative.

All textbook writers remember that a book written for a national market must be flexible enough to meet local or regional needs. Therefore,

the dimensions of a book are by no means the final measure of what the author would teach in a particular classroom. An author starts out to put into a book everything he would want every student to learn. Before long he meets restraints. Not only does the publisher think of economy, but the teachers in the field call for a measure of classroom liberty.

A book limited to selected essentials opens up opportunities for the teacher. He will feel freer to employ other resources such as library books, reference books, filmstrips, slides, field trips, and recordings. The textbook and the teacher's manual provide lists of appropriate resources under these headings. Moreover, the teacher can follow the interests of his pupils or his own preferences if the pages of the textbook are not demanding attention. A world history class might legitimately take time to explore the historical backgrounds of their community's national origins, religious traditions, or economic specialization. Furthermore, by keeping some of the history out of the textbook, the teacher will be free to employ a wider selection of teaching techniques. Inasmuch as variety is a key to pupil interest, the teacher welcomes the lists of proposed activities at the ends of chapters and units. These can be profitable avenues of learning. Finally, not a few teachers believe that a pupil's readiness to study history is in inverse ratio to the size of his textbook. By drawing on several sources for his information the student learns the history without fighting the mental block raised by a large textbook.

Within the confines of a textbook, the author can do several things to suggest what ought to be learned about world history both within and beyond the book. He determines the proportion of space allotted to the topics of study and may underscore a theme or themes for which he selects the content and supporting visual aids. He phrases carefully worded unit titles and subordinate chapter headings that develop the themes and, within the content of each unit, chooses the events, movements, people, places, and ideas which he considers most relevant

to the theme. He decides what approaches to the content are likely to achieve the course objectives most efficiently. In the discussion that follows, the approaches, the themes, and the significant elements of content receive attention in the light of the objectives of world history study.

History is a story of human relations. Therefore, the student of history must approach the story along the lines of two basic processes of social life: the multiplying relationships in any given society and the accumulating heritage marked by progressive changes over the ages.

At any one time in the past a society consisted of a growing network of associations: person with person, people with people, cause and effect, friend and friend, enemy against enemy, problem and solution, objective and achievement, ideal and practice, buyer and seller, governor and governed, and many others. The relationships are really more complex than this, involving ramifying multilateral connections. Any program of history instruction should outline patterns of association that students can comprehend. The teacher can adjust the degree of complexity to the grade and age levels of the pupils. In any case, people, ideas, places, things, events, movements, and institutions do not exist separately. Life is a network of channels of interaction among those elements of social life. The world history course that awakens students to an awareness of the related processes of social life performs a basic function.

The second approach to understanding history is to travel the centuries-long road of a changing and accumulating heritage. To trace the social process as it moves forward is the unique approach to learning which history provides. This generation finds it so easy to forget that the new things all about them are but the most recent advances in old human quests. The history teacher believes that there can be no intelligent forging ahead until people understand the experiences of those who have made this world possible. History is the record of cultural change and accumulation. What is more important, the process of

change is not beyond the hands of human control. What man has done to shape his destiny is called progress. The faith that the next generation need not lose that control underlies the teaching of world history.

Progress is not automatic and inevitable as some nineteenth century philosophers taught. Man has had to come to grips with the obstacles barring his way to the fulfillment of his vision of a fuller life. Each triumph of man's mind over an obstacle can be regarded as a milestone of progress. The student vicariously travelling this road can sense a breakthrough into a larger and richer world when someone proves the feasibility of movable type, invents a compass, sees the first glow of an incandescent bulb, or discovers a more reliable road to truth. That these achievements raised new issues as well as answered old questions should not detract from their label of progress. Each generation must accept from the past the unanswered questions that accompany the blessings of progress.

The individual shares with his society the decisions affecting the continuing progress of mankind. In recent centuries the masses of mankind have gained both political and economic powers. They cannot avoid the responsibilities for using those powers. The scientific conquests of time and space have thrust peoples of different cultures toward one another. In this kind of world today's student of world history may find himself a few years hence mingling with strange peoples in remote parts of the world. Whether he is a tourist, commercial or cultural agent, or member of some defense force, the traveller abroad faces the difficulties of understanding unfamiliar cultures, and he has a duty to represent the best of his own way of life.

At home the young citizen faces the equally difficult task of choosing among the shades of values in his own culture. Whether or not his choices are intelligent, they count for something in shaping the future. The history student is more likely to appreciate his heritage because he knows the price that has been paid for it. Having a sense of its value, he is more likely to use and

defend his heritage well. A study of man's progress from the distant past is a means by which this generation can integrate the learning of many peoples and move forward with intelligence.

There are three major themes of content which recur in most of the periods of world history: the daily culture of a people, the struggle for a democratic way of life, and the search for a political principle that culminated in the national state. In man's pursuit of each theme he has devoted his energies to the process of change and to solving the problems of intricate relationships.

Culture consists of interacting everyday interests of a people: economic activities, home and family living, education, religion, philosophy, literature and communication, science and invention, and fine arts. In every age man must decide which areas of culture ought to be changed. History reveals that he cannot tamper with one element without affecting another. For example, changing woman's status in the home has made a difference all along the line of everyday life.

A people is as rich as the resources which they can appropriate. In the area of economic problems, the student of history may recall the intelligent actions of the past and profit by them. Many of our mid-twentieth century practices are a tribute to a distant past. Henry Wallace's "ever-normal granary" was proposed by Joseph in ancient Egypt, and modern roadbuilding engineers reach back with confidence to the construction principles of the Romans.

World history study reveals that religion and education are far from being mere personal options. Entire nations have felt the leavening influence of religious experience and the impact of purposeful programs of education. The serious history student can be led to question the adequacy of these forces in his world. He may be inspired to appropriate these resources for his own fulfillment and seek to share them with his fellowmen.

The people who are familiar with the centuries of

artistic experimentation will have a broad array of architectural choices from which to select. Shall a new building be classical, Gothic, Romanesque, or some modern functional design? Likewise in music, a shallowness of taste will prevail unless the people meet the musical masters of every age: Palestrina, Bach, Mozart, Beethoven, Shostakovich, and others. A study of culture recognizes both the artistic achievement and the social significance of architects and composers. Literature, too, is an integral part of a way of life, expressing the temper of the times and the standards of their values.

It is doubtful whether any people can or will draw upon their heritage until they understand its origins. Unless each generation rediscovers the values of its cultural heritage, these things will fall into disuse. The student of world history sees many instances of intellectual insights and intelligent actions in the past. In no area is this more true than in the everyday life of a past society. The world history course ought to suggest to the young citizens that their daily cultural interests are a present invitation to make intelligent decisions.

Our culture is not the only one the young citizen meets. There was a time when peoples lived in relative isolation of one another. The occasional contacts were made by monarchs, merchants, and missionaries. Today the aspirations of a North African nation, the cries of a remote Asiatic people, or the economic appeal of a South American country touch all of us personally. These contacts may be through our television screens, but they are just as likely to come in the taxes we pay, the commodities we share, the travellers we meet, and the armed forces we serve. The intelligence and sympathy with which we share life with these peoples depend on how well we understand their culture in all of its daily facets.

It is not enough to describe their cultures as they are. A probing of the centuries of India's past is just as essential to explain present day India as it is to have a knowledge of her new constitution or an insight into the mind of Nehru. Unfamiliar cultures have come to our attention with the post-World War II upsurge of nationalism in Asia and Africa. Where little or no textbook space was previously allotted for their histories, space must now be found. As the configuration of world power has shifted from Europe to Asia and America, textbook writers have rightfully shifted the proportion of space devoted to those areas.

There are certain dangers in this eagerness to adjust world history texts to the perspective of contemporary affairs. Distortions may result. In the enthusiasm for studying newly emerging Asian and African peoples, the author must not slight the world-wide impact of Western civilization in the past centuries. Even the awakening of Asia and Africa is the result of Western activity.

To guarantee some balance in the treatment of peoples, history should continue to be divided into chronological periods. It is the aim of the historical method to re-create the world setting for each period of the past. The Middle East may deserve a smaller space in a discussion of the world since 1919 than should the United States. However, the account of the period of 2000-1500 B.C. would be dominated by activities of the peoples of what is now the Middle East. They were in the very center of Western civilization while savages were roaming the forests of America. By thus re-creating two different ages and allotting the space in terms of the relative importance of peoples in those ages, the author achieves balance and accuracy.

There is a tendency to want to replace the chronological approach with the practice of concentrating on the evolution of one culture at a time. To study the rise of Russian culture from

the Middle Ages to the present without describing the relative importance of other peoples at successive periods may give a false impression. It may seem to assign to Russia a past significance she did not have. The Russia of the period since 1919 has been attaining a position of world leadership. In the age of the Renaissance Russia was only on the fringe of Western civilization. By examining the life of a people in chronological periods the student gets a more accurate picture of the interrelationships of peoples. Besides, he can understand better why countries advance in different directions at different paces at the same time.

However sympathetic we might feel towards the peoples of other traditions, we ought not to cut ourselves adrift from all value commitments. A cultural study should explain why peoples act as they do. We may even hope that sooner or later they will want to discard some present practices for others which we have found successful.

So long as the democratic frame of reference is the point of view of our cultural revisions, we ought to emphasize democracy as a theme in the world history course. Without a knowledge of the struggle for democracy and its expanding meanings over the ages, there can be no real appreciation of our way of life. Continuing triumphs of democracy in the future are not assured unless people are committed to its values. In many lands powerful twentieth century movements have wiped out the basic elements of democracy. In every era from ancient Athens to the present the student will find democracy up against formidable foes. Each generation must decide anew whether to defend, expand, or discard the institutions and values of democracy. In every world history unit this issue will naturally recur.

The increased emphasis on cultural history should not be accompanied by a neglect of political history. The distinctive pattern of political organization since early modern times has been the

national state. The birth of many new nations since World War II indicates that the national state is not on the way out. The national state is closely related to the everyday activities of its people, especially in these days of the welfare state. Government has long been the means of defending and perpetuating the values people prize. National states have supported the study of history, the promotion of scholarship, and the teaching of language. In revolutionary moods, a government may even revise the whole cultural pattern as it has done in Russia and China. A division of modern history into units will necessarily include chapters that feature the activities of the leading nations.

In each modern century the power and leadership of some nations dominated regional and even world communities. It is appropriate and unavoidable to study the policies, leadership, and impact of such countries on their times. Some of the smaller, less influential states need to be recognized and studied briefly for their significance as pawns, satellites, or strategic spots for major powers. In a world history course it is neither possible nor desirable to study the history of every nation except as it may be the concern of others.

Since the Middle Ages national states have increased in number, and nationalism has evolved in meaning. The multiplicity of national states has fragmented the world's power and imposed on man the necessity of developing a balance of power technique of which the United Nations is the latest attempt. Extreme concepts of what constitutes a satisfactory nationalism have shaken the peace of the world. Two world wars attest to that. The study of recent centuries of world history must proceed in part along the lines of nationalism.

The content of each of these three major themes of world history - everyday culture, democracy, nationalism - depends for its vitality on three factors which an author should associate closely: personalities, ideas, and geographic environment.

So long as we have confidence in the validity of democracy, we shall expect the individual to make a difference in his community for good or ill. Every great movement or idea has its spokesmen. A mere encyclopedia listing of kings, military heroes, writers, artists, and religious leaders fall far short of an educational objective. It is obvious that a teacher cannot linger at length with all or even many, of the personalities introduced in the textbook. The author should acquaint the reader intimately with a few leaders in any movement or period of the past. An accompanying picture of the person in some characteristic activity can stimulate interest.

The author's story ought to present the person as a growing human being. Too often pupils know figures in history as adults frozen at some point of triumph. To study the career of a person up to his triumph and even beyond to subsequent decline is both a stimulating and an enlightening approach to history. For example, Charles Darwin was, first of all, at home where his father encouraged his boyish curiosity about plants. Charles developed unique and effective study habits. He by-passed college to go on a scientific tour of the world. It was years before he had enough evidence to warrant reporting some convincing scientific conclusions. However, his Origin of the Species and subsequent books failed to convince large numbers of people; and a torrent of controversy followed. Later research was to determine which Darwinian claims were sound and which should be qualified or rejected. When pupils sense this principle of growth in the life of a leader, with all of the difficult choices, criticisms, successes, and failures, they will find history to be a moving story. They will want to read beyond the textbook about others whom the author has introduced briefly. Personalizing the great periods of the past leads a student to an awareness that he, too, is participating in a continuing historical adventure.

If history is a reconstructed drama with leading and supporting characters, it is also a script of great ideas. Man is a thinking creature. Any failure

to study the thoughts of leading characters on the stage of the past overlooks one of the most distinctive traits of man. Ideas are sometimes man's means of rationalizing his past conduct; but more often they are his plans for future dynamic actions which show up as events. In either case, ideas are a world of adventure.

Secondary students will be intrigued by the logic with which a person formulated a concept from a set of ideas. They will be impressed by the thinking of later people who seized the earlier concept to meet a new situation. For example, John Locke combined several ideas to formulate a concept of natural rights with which he justified the Glorious Revolution. Students can follow his logic. They should be able to recognize that concept eighty years later when the American colonists used it as a two-edged sword to declare their independence of a British king and to win international respect. Time and again revolutionists have seized this weapon. Constitution makers and legislators have spent much time on trying to protect natural rights. Jurists have had to define the meaning of natural rights, and United Nations leaders have tried to establish a universal bill of rights.

Ideas are, thus, relatively timeless. Once released in the world, they never really die. They may be latent for centuries until there is a renaissance in which someone finds these ideas suitable for a new day. The ancient Hebrew idea of a "chosen people" became the implement with which the Zionist movement, aided by major world powers, erected the state of Israel in 1948. When Martin Luther argued against the Church's doctrine of "good works", he was simply reaching back a thousand years for St. Augustine's idea of predestination. A world history course that studies some of the persuasive ideas and ideologies is providing the student with tools of analysis and measures of value. It is a mechanical and unrealistic course that avoids a scrutiny of ideas.

The geographic setting of the great human drama

is inseparable from the story. The student cannot learn his geography and then be on with the story without frequent references to this backdrop. Moreover, geography is historical. The scenery of each act or period of the drama is a bit different. As man increases his knowledge of his environment and his skill in dealing with it, he makes the geographic scene take on new meanings in succeeding periods of history. Italians could not keep up in the nineteenth century race of industrialization because they lacked coal and iron ore. A century later they were back in the race because scientists had found techniques of turning water resources into electricity.

The student of history must not overemphasize the molding influences of geography on the course of history. Man always has choices within any environmental framework. The student should notice the intelligence with which man has mastered the forces of nature. The Mediterranean Sea was a veritable center of civilization until man invented devices by which he confidently navigated the vast oceans. After lapsing into a position of second-rate importance for several centuries, the Mediterranean rose to the status of a world highway when the engineers of Suez had completed their task. Perhaps the invention of giant long-range aircraft will demote that historic sea once again and raise the polar areas to heights of unusual significance. Most of the illustrations in a textbook, pictures as well as maps, are a tribute to the vitality of the geographic factor.

History is a story of man's social life. It moves forward in the paths of his progress and reaches out into networks of numerous relationships. If this story is to be an exciting adventure, the teacher and his pupils, as well as the author, must bring man, his ideas, and his geographic environment together with the quest for social progress. The teacher and his pupils will find peoples exerting their energies in patterns of action to shape the kind of world that will serve them best: a richer everyday culture, a more far-reaching democracy, or a stronger nationalism. Thus a world history course can come to life, because it is about life.

IN MEMORIAM

Dr. Sidney Painter was elected to the office of second vice president of the Middle States Council for the Social Studies at the spring meeting of 1959. It was with deep regret that members learned of his death on January 12, 1960 at his home in Baltimore.

After receiving the B.A. and Ph.D. degrees from Yale University he joined the faculty of Johns Hopkins University in 1931. In 1945 he became professor of history and chairman of the department of history, positions held at the time of his death.

He specialized in the study of the medieval English and French feudality. His first published work, William Marshal, Knight-errant, Baron, and Regent of England (1933) was followed by two others dealing with the English barons -- Studies in the History of the English Feudal Barony (1943) and The Reign of King John (1949).

Two other books dealt with the French nobility-- The Scourge of the Clergy, Peter of Dreux, Duke of Brittany (1937) and French Chivalry: Chivalric Ideas and Practices in Medieval France (1940).

He also contributed scholarly articles to Speculum and was author of a college textbook on the Middle Ages and co-author with Yu-Shan Han and Carl Becker of a high school textbook, The Past That Lives Today.

Long an active member of the American Historical Association, Dr. Painter was also a Fellow of the Medieval Academy of America and a member of other learned societies.

Annual Fall Meeting

in cooperation with

The Philadelphia Council for the Social Studies
Philadelphia, Pennsylvania

October 9, 1959 -- General Session

- Chairman: Charles W. Ray, Malverne Junior-Senior High School, Malverne, Long Island, New York.
- Speaker: Dr. Harry Bard, Past President of the Middle States Council for the Social Studies and Director of Instructional Services in General Secondary Education, Baltimore Public Schools, Baltimore, Maryland. "How Shall We Prepare Teachers of World History?"
- Recorder: Ruth Delpino, Anacostia High School, Washington, D. C.

October 10, 1959 -- General Session

- Chairman: Edna R. Carter, President, Middle States Council for the Social Studies
- Speaker: Nelda Davis, Supervisor of Secondary Schools for Social Studies, Prince Georges County, Maryland. "What Shall We Teach in World History Courses?"
- Speaker: Dr. John C. Appel, Chairman of Department of Social Studies, Stroudsburg State Teachers College, Stroudsburg, Pennsylvania. "What Shall We Teach in World History Courses?"
- Recorder: Raymond E. Koelker, Delaware

Elementary Section

Chairman: Mrs. Vlasta B. Williams, Shepherd School, Washington, D. C.

Recorder: Mrs. Nellie B. Wright, Shepherd School, Washington, D. C.

Secondary Section

Chairman: Elinor Milburn, President, Social Science Teachers Round Table, Washington, D. C.

Recorder: Herman C. Bainter, Dunbar High School, Baltimore, Maryland.

College Section

Chairman: Dr. Leonard S. Kenworthy, Brooklyn College, Brooklyn, New York.

Recorder: Clarence W. Blount, Special Assistant, Lemmel Junior High School, Baltimore Maryland.

Luncheon Meeting

Chairman: Muriel Hoover, Past President, Middle States Council for the Social Studies

Speaker: Dr. Reuben G. Steinmeyer, Professor of Government and Politics, University of Maryland. "The Current Scene - A Constructive Program for Winning the Cold War."

Local Arrangements Committee:

George I. Oeste, Chairman
Helen Ausley
Theodore Beck
Florence O. Benjamin
Dr. Emma Bolzau
Reba Byrom
Paul Coffee
Mark Emerson

Elizabeth Fleming
David W. Harr
Harry Rantz
Suzanne H. Sankowsky
Eleanor W. Thompson
Dorothea P. Walker
Ellen Wholey

PROGRAM PARTICIPANTS

Fifty-seventh Annual Spring Meeting

New York City, New York

April 1, 1960 -- General Session

Chairman: Muriel Hoover, Past President,
Middle States Council for the
Social Studies, Anacostia
Senior High School, Washington,
D. C.

Speaker: Dr. Everett R. Clinchy, Adminis-
trative President, World Brother-
hood. "Toward World Brotherhood:
Some Constructive Forces."

April 2, 1960 -- Joint Sessions with the Metropolitan
Committee on International Education.
"Inside the United Nations."

Local Arrangements Committee:
Vayle A. Besse, Chairman
Balkom Reaves
John H. Niemeyer

MIDDLE STATES COUNCIL FOR THE SOCIAL STUDIES

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William H. Hartley, 1956-57

CONSTITUTION OF THE MIDDLE STATES COUNCIL FOR
THE SOCIAL STUDIES
(As amended May 10, 1958)

Article I. Organization and Purposes

This association shall be known as the Middle States Council for the Social Studies. Its purposes are to advance the study and teaching of history and the other social studies in colleges, secondary and elementary schools through research, discussion, association, and publication, and to promote acquaintance among teachers and students in these fields. It will serve the regional interests of the National Council for the Social Studies, with which it is affiliated, and will cooperate with other regional, state, and local associations in the area.

Article II. Activities

There shall be at least one and preferably two meetings of the Council each year, held when and where the Executive Committee shall determine. Meetings may be held in conjunction with The National Council for the Social Studies when it holds conferences in our area, or in conjunction with the meetings of the Middle States Association of Colleges and Secondary Schools, or of other educational associations. Co-operation with state and local social studies organizations will be sought.

The Executive Committee may authorize studies and research to improve the teaching of history and the other social studies in schools and colleges. There shall be circulated an annual Proceedings of meetings and other activities of the Council and such bulletins as the Executive Committee may authorize.

Article III. Membership and Dues

Anyone interested in the study or teaching of history and the other social studies is eligible for

membership. New members will be enrolled by the Secretary on application and payment of dues. Further regulations concerning membership and dues shall be a function of the Executive Committee.

Members in good standing are entitled to participate in the activities of the Council, to be candidates for office, to vote for officers, to receive all publications of the Council, and to attend its meetings.

Article IV. Officers and Committees

There shall be a President, a First and a Second Vice President, a Secretary, a Treasurer, an Editor of Publications, a Business Manager of Publications, a Chairman of the College Section, a Chairman of the Secondary School Section, a Chairman of the Elementary School Section, and twelve Regional Representatives, two for each of the states in the area (Delaware, Maryland, New Jersey, New York, Pennsylvania), and two for the District of Columbia. The duties of these officers shall be those usually pertaining to such offices, and such other responsibilities as the President or the Executive Committee may assign. These officers shall be elected for one year and shall serve until their successors qualify; with the exception of Regional Representatives, who shall be elected for a two-year term.

Candidates for these officers shall be recommended by a Nominating Committee, with opportunity offered for nomination from the floor, and shall be elected at the annual meeting, customarily held in the spring. Officers' reports shall be given at this annual meeting. Vacancies may be filled by the other officers, subject to confirmation by the Executive Committee at its next meeting.

The President shall appoint committees except as otherwise determined by the Executive Committee. Responsibility for the immediate direction of the Council shall rest with the President, assisted by the other officers. Basic authority, including the powers specifically mentioned in this constitution, and also the determination and making of policies, rulings, and by-laws, shall be vested in an Executive Committee.

The Executive Committee shall consist of the current officers, the three most recent presidents, and twelve Regional Representatives of whom six shall be chosen annually to serve for two years. The Executive Committee shall include, so far as is feasible, members from the different levels and types of educational institutions represented in Council membership. All former presidents and two delegates from each affiliated association shall be invited to attend regular meetings of the Executive Committee in an advisory and consultative capacity. The Executive Committee shall hold its regular meetings at the time of the conferences of the Council, and may be called by the President in special session.

Article V. Amendments

This constitution may be amended by recommendation of two-thirds of those present at a meeting of the Executive Committee, followed by a two-thirds vote of those members attending the annual meeting of the Council, notice having been given in advance of the meeting.

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